

TRACES OF LOCAL WISDOM: EXPLORING *HIKAYAT TAMBEH TUJOH* THROUGH THE LENS OF CHARACTER EDUCATION

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Abstract

Hikayat Tambeh Tujoh is one of the classical Acehnese literary works that reflects the integration of religious teachings, medical knowledge, and moral-ethical values. As a cultural heritage rich in local wisdom, this *hikayat* offers a deep understanding of how traditional literature can serve as a medium for moral cultivation and value-based education. This study aims to explore and analyze the character education values contained in *Hikayat Tambeh Tujoh*. The research employs a qualitative approach using the content analysis method to identify moral and educational messages conveyed within the text. The main data source is the *Hikayat Tambeh Tujoh* manuscript written by Syekh Abdussalam, consisting of 155 pages. The findings show that the *hikayat* encompasses various character education values relevant to modern education, including religiosity, honesty, curiosity, responsibility, and diligence. These values are conveyed through both explicit teachings and implicit moral lessons that guide individual behavior and promote social harmony. Thus, *Hikayat Tambeh Tujoh* functions not only as a literary and historical work but also as a valuable educational resource capable of strengthening students' moral awareness and character formation through the integration of local wisdom into educational curricula.

Keywords: *Hikayat, Tambeh Tujoh*, Character Education, Local Wisdom, Moral Values

1. Introduction

Acehnese classical literature is a vital part of Indonesia's cultural heritage, encompassing spiritual, social, and historical dimensions. Among its various forms, *Hikayat Tambeh Tujoh* holds a distinctive position because it reflects the synthesis of Islamic teachings, scientific knowledge, and moral instruction articulated in poetic form. The work illustrates the intellectual tradition of Aceh, where literature serves as a bridge between faith and education. However, many Acehnese manuscripts, including *Tambeh Tujoh*, have become rare and are at risk of being forgotten. Most of them are preserved only in private collections or foreign archives, which limits public access and academic study. This condition contrasts sharply with Indonesia's Law No. 5 of 2017 on the Advancement of Culture, which mandates the preservation, study, and dissemination of cultural objects as part of national development.

This study thus seeks to revitalize *Hikayat Tambeh Tujoh* by interpreting it through the lens of character education. The text provides valuable insights into Islamic moral concepts such as honesty, sincerity, social empathy, and gratitude. By exploring these dimensions, the study contributes to the discourse on integrating local cultural heritage into modern Islamic educational practices.

2. Research Method

This research applies a qualitative approach using the library research method. The primary data source is the *Hikayat Tambéh Tujoh* manuscript authored by Syeikh Abdussalam, consisting of 155 pages written in Arabic Jawi script and later transliterated into Acehnese by Teuku Abdullah Sakti. Secondary sources include relevant books, journal articles, and previous studies on Acehnese literature and moral education.

Data were collected through documentation and analyzed using **Stuart Hall's representation theory**, which interprets symbolic meanings and cultural codes embedded in texts. Data validity was ensured through triangulation and rigorous textual comparison. The analytical focus lies in identifying and categorizing moral and educational messages conveyed within the *hikayat*.

3. Results and Discussion

3.1 Structure and Content of the Hikayat

The *Hikayat Tambéh Tujoh* comprises ten major sections: a preface, an introduction (*mukaddimah*), seven “warnings” (*tambih*), and a concluding story. Each section contains moral reflections and religious advice—ranging from the ethics of prayer and marriage to knowledge of anatomy, medicine, and reminders of death and resurrection.

This structure reveals the holistic worldview of the Acehnese Islamic tradition, in which moral, intellectual, and physical well-being are interconnected. For example, in the section *Attambihus Tsalits*, the author elaborates on medical theories concerning bodily balance between heat, cold, water, and earth elements, reflecting early empirical thought framed within Islamic theology.

3.2 Character Education Values

The analysis identified several key character education values conveyed through the *hikayat*:

1. **Religiosity.**
The text repeatedly emphasizes faith in Allah, submission to divine will, and adherence to religious duties. Every moral teaching is grounded in the belief that human conduct must align with Islamic principles.
2. **Honesty and Integrity.**
Ethical conduct and truthfulness are portrayed as essential virtues. The author warns against deceit and hypocrisy, asserting that moral purity reflects the strength of one's faith.
3. **Responsibility and Discipline.**
These values appear in teachings about the pursuit of knowledge, diligence in worship, and respect toward teachers. The *hikayat* encourages learners to practice self-control and dedication.
4. **Social Empathy and Generosity.**
In the narrative *Hikayat 'Ajaibah*, a woman is punished for her stinginess, symbolizing the moral imperative of charity and compassion toward others.
5. **Curiosity and Intellectual Spirit.**
Sections discussing *firasat* (physiognomy) and medical science exhibit a rational curiosity rooted in religious epistemology, demonstrating how early Acehnese thought valued the pursuit of knowledge within the framework of faith.
6. **Humility and Simplicity.**

The *hikayat* frequently advocates modesty, warning against arrogance and materialism. True wisdom, according to the text, lies in acknowledging human dependence on God.

3.3 The Hikayat as a Medium for Character Formation

Hikayat Tambeh Tujoh functions as more than a literary text; it is a pedagogical instrument for moral and spiritual education. Through rhythmic verses and symbolic narratives, the *hikayat* provides models of virtuous behavior while reinforcing Islamic ethical teachings.

In modern educational contexts, the *hikayat* can serve as a **learning resource for character-based education**, aligning with Indonesia's national curriculum that promotes integrity, empathy, and religious values. Its integration into Islamic studies not only preserves cultural heritage but also enriches pedagogical approaches with locally grounded wisdom.

4. Conclusion

Hikayat Tambeh Tujoh stands as a testament to the intellectual and spiritual depth of Acehese civilization. The text encapsulates moral, religious, and social values that are highly relevant to contemporary education. By analyzing the *hikayat* through the framework of character education, this study highlights its potential as an educational tool for nurturing moral awareness and cultural identity among students.

The findings affirm that local literary heritage can play a transformative role in education by merging ethical instruction with cultural preservation. Integrating *Hikayat Tambeh Tujoh* into Islamic education curricula would thus foster a holistic learning environment grounded in both faith and tradition.

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